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Evaluated is a project to increase services for socially maladjusted pupils in four New York City schools located in institutional settings. Additional teaching staff, equipment, and supplies were allotted to these schools under Elementary and Secondary Education Act (ESEA) Title I programs. The degree of implementation of the plan to augment staff services and the behavior, achievement, and attitudes of the pupils were appraised, based on information derived from evaluations of staff members and pupils. Although Title I funds expanded and enriched these programs, the special problems of their populations point to the need for further program improvement. It is recommended that: (1) remedial reading and math should be further expanded; (2) testing and record keeping should be more uniform and comprehensive; (3) physical space should be increased; (4) a teacher training program should be initiated; and (5) in three of these residential schools homeless children without serious disturbances should attend regular community schools. For a history and description of ESEA Title I in New York City, see UD 007 904. (NH)

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EVALUATION OF NEW YORK CITY TITLE I

EDUCATIONAL PROJECTS 1966-67

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED INSTITUTIONAL SCHOOLS

By Thelma M. Williams

October 1967

UD 007 905

The Center For Urban Education
33 West 42nd St., New York, N.Y. 10036

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Center for Urban Education
33 West 42nd Street
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EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED INSTITUTIONAL SCHOOLS

Thelma M. Williams

Evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10), performed under contract with the Board of Education of the City of New York for the 1966-67 school year.

UD 007 905

Committee on Field Research and Evaluation
Joseph Krevisky, Assistant Director

October 1967

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CHAPTER I

INTRODUCTION

Purpose of the Evaluation

This is the final report of the evaluation of the Title I program, Improving Services for Socially Maladjusted Pupils in Selected Institutional Schools for the 1966-67 school year. Four schools located within institutional settings were allotted Title I funds for additional teaching staff, equipment, and supplies. The purpose of the project was to improve the pupils' performance in reading and other skills beyond usual expectations; to improve their self-image and attitude towards school; and to improve the pupils' emotional and social stability, as well as the emotional and social stability of their families.

The four schools selected for inclusion in this project were converted from schools for Neglected and Dependent to schools for the Socially Maladjusted and Emotionally Disturbed Children.[1] These schools, and the changes involved, are:

P-405-M, Children's Center, New York City, to P-35-M;

P-408-M, Callagy Hall, New York City, to P-35-M Annex (Children's Center Annex);

P-406-M, Mother Cabrini School, West Park, (New York), to P-202-M;

P-401-Q, Wayside Home for Girls, Valley Stream, (New York), to P-224-Q Annex (Wayside Home Annex).

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[1] In February 1966, the New York City Board of Education passed a resolution that converted three "400" schools and one "400" school annex for neglected and dependent children to Special Schools and annexes for Socially Maladjusted and Emotionally Disturbed Children and that called for the expansion of services at the schools involved, through the use of federal funds.

This evaluation was to ascertain the extent to which personnel and services, called for under Title I, were assigned and used, and the effect of the addition of these services upon the instructional program. In other words, have the children shown improvement in reading, mathematics, and other areas specified in the project proposal?

Evaluation Procedure

The Board of Education's project proposal did not establish a clear cut basis for measuring the impact of the added personnel and services. New staff, equipment, and supplies were provided across the board to all pupils in each of the four schools. As a result, the project allowed for no basis of comparison via "control" groups within the schools studied, insofar as pupils were concerned. Similarly, the project was not timed in a manner to permit a clear baseline assessment of the affected pupils, before the program began, to allow for measurement of changes in performance as a result of the program.

This evaluation was organized around two broad objectives: (1) to assess the degree of implementation of the plan to augment the staff services provided in the four schools; (2) to study the behavior, achievement, and attitudes of pupils enrolled in the program. Two interdisciplinary research teams were employed, composed of members holding degrees in education, psychology, anthropology, social work, guidance,administration, sociology, and psychiatry. Under study were two areas:

1. Staff Member Evaluations. By personal interviews, written questionnaires, and observations, the researchers were to account for the services of each person budgeted by the project in terms of role definition (as supplied by the Board of Education), professional qualifications and experience, personal involvement, and value orientation and support obtained through in-service training.

2. Pupil Evaluation. The evaluation sought to provide a base for future qualitative evaluation of pupils' behavior, and achievement as ascertained through achievement tests administered during 1964-65, 1965-66, and 1966-67, as well as to conduct group interviews and study anecdotal and attendance records.

The Instruments

A letter was sent to all principals notifying them of the Center for Urban Education's assignment (see Appendix A). A questionnaire was sent to the principals that listed the number of positions allocated in the Title I Project, and provided space for the names of the persons hired to fill the positions (see Appendix A). All four schools returned the questionnaire.[2] The following instruments were also used:

1. A questionnaire was sent to each teacher (see Appendix A).
2. A questionnaire was sent to the guidance counselors (see Appendix A).

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[2] A questionnaire was developed for assistant principals, but since none of the positions had been filled, it was therefore not used. The form, however, is included as part of this report in Appendix A.

A return self-addressed envelope was included in all questionnaires. The data from the returned questionnaires were compiled and made available to the members of the evaluation team who were to make the site visits. This material gave the background information that was used by the researchers in formulating questions for individual interviews with the professional personnel. The site visits included the following activities:

1. Interview with school principal.
2. Interview with individual teachers.
3. Observations in classrooms.
4. Observations of school building, facilities, and organization.
5. Interviews with institutional staff members.
6. Review of school records and children's records.
7. On-the-spot interviews with children.

CHAPTER II

FINDINGS

The one factor common to all the schools is that they are located in institutions for neglected, dependent children. Populations, placement goals, and instructional programs vary. Therefore, each school will be evaluated separately.

CHILDREN'S CENTER - P.S. 35 MANHATTAN

At Children's Center of the New York City Department of Welfare, the school and institution are housed in one building located at 104th Street and Fifth Avenue in New York City. This institution was established to provide shelter for homeless, neglected boys, ages two to 16, and girls, ages two to six years only. The maximum length of stay is supposed to be 90 days. Since there is a lack of space in some of the state and private institutions for homeless children, many of these children must remain beyond the 90-day period.

Children are admitted 24 hours a day and because there is an open intake policy, the population is constantly changing. The average capacity of the school is 235 children. However, it has accommodated as many as 450 children at one time. There are some clinical, psychological, and social work personnel available at the Children's Center, serving all Center needs, although not generally planned on an extended basis, because the children remain for such varying periods of time. The majority of the children are of elementary and junior high school age and attend P.S. 35-M within the Center.

Pupil Characteristics

The ethnic composition of the school is 90 per cent Negro, 5 per cent Puerto Rican, and 5 per cent white. The pupils are from economically deprived homes in which the family has disintegrated and the child has no other place to live. Only a few of the pupils function at grade level in basic skill areas. Most of them are

severely retarded in reading and mathematics; many cannot read at all. Generally, private institutions for emotionally disturbed pupils require children to read, and are therefore reluctant to accept for admission the type of pupil in Children's Center. One of the main objectives of Children's Center is to eliminate a pupil's cumulative defects so that he may become eligible for placement in an institution with a long-term child care program.

School Building and Organization

The school (P.S.35-M) is organized to provide for the first eight grades. Pupils in higher grades attend community schools. A nursery school is maintained in the institution for the younger children. There is a shortage of space for classrooms. Only 12 rooms are available for approximately 200 pupils in grades one through eight. Therefore, a three-session schedule has been devised to serve these pupils. Seventeen classes, scheduled at various times, meet during the day.

After a child has been in the institution for three days, he is sent to school. The institution provides the school with the child's name and such psychological material as is available. The school principal also contacts the child's previous school and requests his prior school records. In many instances, there is little information available. Since the school is not equipped to deal with mentally retarded children, pupils with this difficulty may be sent to one of the local schools that has a C.R.M.D. program for such children. This, however,

would only be done if the child is expected to remain for any extended period of time. On occasions, children who are able to function at a high level are also referred to special classes in outside local schools.

At Children's Center, all pupils are placed in self-contained classes, even in the seventh and eighth grades. (In regular schools, seventh and eighth grade classes are usually departmentalized.) The teacher assigned to the class is responsible for basic skill training in reading and mathematics, and for social studies. Special teachers provide additional experiences in science, art, music, physical education, and library skills. Remedial services are available to the most severely retarded children.

Staff Augmentation

The Board of Education project proposal for Children's Center called for 13 additional positions. Of these, nine were teaching positions: one in art, two in remedial reading, one in home economics, two in health education, one in music, one in science, and one in industrial arts. The remaining four positions were for administrative and clerical staff: one school secretary, one guidance counselor, and two assistant principals.

Funds totaling $9,465 were allotted to Children's Center for the purchase of equipment and supplies.

Results - Staff Member Evaluations

The researchers found that of the 13 positions appropriated, nine

were filled. Seven teachers, one guidance counselor, and one school secretary were employed with Title I funds for the school year 1966-67. Table I lists the teachers. It also shows teacher license, original assignment, and date of approval by the Board of Education.

The inability to find personnel with certain specialties such as science and library training made it difficult to fill all positions with teachers with permanent licenses. Four of the seven teachers had substitute licenses and some teachers were teaching out of their license, as is shown in Table I.

TABLE I

TEACHER*	LICENSE	ASSIGNMENT	DATE APPROVED BY BOARD OF ED.
1	Common Branches (Regular license)	Sixth Grade	September, 1966
2	Music (Vocal) Junior High (Regular license)	Music	September, 1966
3	Social Studies Junior High (Substitute license)	Social Studies Grade 6	September, 1966
4	Common Branches (Regular license)	Reading Grade 3-8	September, 1966
5	Health Education High School (Substitute license)	Health Education	September, 1966
6	English Junior High (Substitute license)	Health Education 1-8	February, 1967
7 (2/5 time)	Common Branches (Substitute license)	Reading 3-8	September, 1966

*The teacher's name has been replaced by a number.

The industrial art and home economics positions were city-funded and not funded by Title I for 1966-67. There were also some changes in teaching from the original assignment in the course of the year. Teacher one was changed from sixth grade to a librarian for grades one through eight, and teacher six was changed from health education to art.

Since all augmentations of staff, as well as new equipment and supplies, were scheduled to occur across the board to all pupils in the school, there was no clear baseline for determining changes in pupils in relation to the stated objectives of the project. However, the following information was obtained through interviews, observations, and a review of records.

Advantages resulting from the additional staff members assigned to Children's Center were found, although many of the advantages were curtailed by the shortage of space in the building. There was evidence of improvement in the school organization and curriculum.

Two teachers were assigned to all seventh- and eighth-year classes. The combined varied professional backgrounds, interests, and personalities of the two teachers helped in situations where children spent 24 hours a day in the building. At the junior high school level, these classes are not departmentalized in accordance with conventional educational procedures. A young,inexperienced teacher found himself in a position in which he was teaching Language Arts, Social Studies, Mathematics, Science, Art, Speech, and Penmanship, even though he was only licensed in Social Studies, and holds a Bachelor's Degree in Economics.

This teacher stated he was helped by the experience of the other teacher, who had a complementary professional background, and more experience in teaching at this level.

Reduced Class Size

Class sizes were reduced from 30 or more pupils to no more than 19 pupils. A visit to all classes confirmed the fact that no group contained more than 19 children. The average class size was 12. If any classes had larger registers, at both the elementary and junior high levels, they were taught by two teachers. The principal made it clear that the reduction in class size was attributed to the increased instructional positions made available through Title I funds.

Music Enrichment

Federal funds have made a qualified music specialist available to the school for the first time. Such activities as group singing, listening activities, chorus, and school concerts were added to the curriculum at all levels. Group singing was observed in the auditorium and staff members reported that the music classes contributed to the Brotherhood Week program which was observed. (The music teacher stated that many children requested instrumental music also but that there were no funds for such a program at the school.)

Art Enrichment

The art program at the school was also made possible through federal funds. Visits to classes revealed some striking and attractive

abstract paintings. There were paintings in the halls. This program has been introduced into the curriculum at all levels for the first time.

Health Education

The researchers were told that this program was valuable not only for the much needed physical exercise and training it provided in rules of standard games, but also for the experience it gave the children in living and playing together as a group. Students also profited greatly from the discipline that the activity provided. This program, like all others in the school, was somewhat hampered by the limitation of space. The principal stated that there was a plan to use the roof of the school as a gymnasium area in the future.

Remedial Reading

One of the most serious problems facing the school was reading retardation. Through the use of federal funds, two teaching positions had been made available in reading. Visits to the small reading laboratory revealed that supplementary reading material from the Bank Street College of Education was being used in the teaching of reading. The reading teachers maintained that progress was made with several students because of the small classes and the adequate supply of appropriate materials.

Library Services

Five thousand dollars in federal funds have been allotted for the purchase of books. This has provided the school with an impressive

collection of books in nearly every subject. In the small room set aside for a library, there are books on the social sciences, applied science, pure science, and biography, as well as various picture books. There were few books, however, which dealt with the culture and heritage of the Negro and Puerto Rican, which the observers felt should be important for the children's self-image.

Guidance Counselor

It was reported by the principal and teachers that the additional guidance counselor gave limited individual counseling to students with adjustment problems, observed pupils in class, held conferences with pupils who were to be sent to high schools, advised pupils with learning problems, and provided occupational and educational information for pupils when necessary. The counselor's work with the teachers included the discussion of specific cases and referrals, the suggestion of techniques for handling special problems, and the recommendation of curriculum materials that met the special needs of some of the pupils. He also recommended professional books and journals for teachers' use in the area of guidance. During this school year, with the assistance of the guidance counselor, it was stated that all behavior problems were handled by the teacher involved.

Administrative and Clerical Positions

The secretarial position had been filled. The principal stated that the addition of a secretary provided the school administrator and teachers with necessary clerical help for keeping records, writing

reports, contact with other schools, and preparation of teacher-made curriculum materials.

The assistant to principal position remained unfilled at Children's Center. The principal stated that she was hoping to obtain a Negro who would qualify for this position, because of the makeup of the student body.

Orientation Procedures and In-Service Training for Additional Staff Members

There was no structured orientation program for new staff members. Each new teacher had a series of conferences with the principal and with experienced teachers. They were also involved in group and individual guidance sessions with the guidance counselor.

As in the case of the orientation program, the in-service program was also informal and unstructured. Conferences are held weekly in which the principal and guidance counselor conducted informal seminars for the teaching staff. It was here that problems and their solutions are discussed. Some members of the faculty indicated the need for a more structured approach to in-service training.

Educational Equipment and Supplies

The equipment and supplies, purchased with federal funds ($9,465) were made available to the teaching staff. Some of the more significant items were: (1) books and teaching aides--five thousand dollars were used for the purchase of books, reading games, writing charts, SRA reading materials, the Graded Arithmetic Workshop Series; (2) audiovisual equipment--a tape recorder and an overhead projector;

(3) science supplies--various chemicals, telegraph keys, acquaria, prisms; (4) supplies for health education--soccer balls, badminton sets, various quiet games.

The principal stated that many of the youngsters in the school were not able to learn through the traditional textbook approach. In many instances, books were foreign to them. In the principal's opinion, additional funds were necessary to expand the visual aid program. She felt that slide projectors, overhead projectors, and audio equipment, such as record players and tape recorders would be very effective with these children.

Discussion

The program at Children's Center has been enhanced and enriched as a result of Title I funding. The school, unfortunately, works under considerable hardship because the institution in which it is located is overcrowded and does not have adequate space for a school program. It is a fact that, in the past few years, two classrooms were converted into dormitories to house children. It may be that as the population of the institution increases, space for housing the children will become so critical that other classrooms may have to be converted into dormitory space. However, the available classroom space had been used effectively.

As stated in this report, children do remain at the shelter beyond 90 days, which is supposed to be the maximum, while they await placement in another institution. These children, because of their severe educational limitations, often are rejected by other institutions.

Therefore, it would seem that the major thrust, educationally, should be preparation for placement. If this is to be accomplished, an expansion of the remedial reading program is clearly indicated. An additional two or three highly skilled, well-trained remedial specialists are needed. Once the remedial department is organized, an affiliation with one or two of the universities in the New York area is recommended. Student teachers with special interest in and preparation for teaching remedial reading could be brought in to further support the reading program. Children might also be sent to some of the university remedial clinics for more intensive evaluation and diagnosis of their remedial problems.

Psychological services, perhaps in cooperation with the institution, need to be increased. An educational and psychological testing program would help to pinpoint areas of emotional and intellectual deficiency. The psychological data could then be used to develop an individualized program with specific remediation goals for each child.

There was a noticeable lack of curriculum material about the culture and heritage of the Negro and Puerto Rican community. A curriculum coordinator is needed to help teachers prepare specialized material for classroom and individualized instruction.

The researchers saw a need for ongoing teacher training seminars where sociologists, educators, psychiatrists, anthropologists, and others might be brought in from the community and nearby universities to participate.

It is essential that there be available to some of these children, adults who understand their language. Some of the Puerto Rican children could not make themselves understood in English, and there was no Spanish-speaking member of the teaching staff.

CALLAGY HALL - P.S. 35-M CHILDREN'S CENTER ANNEX

At Callagy Hall of the New York City Department of Welfare, the school and the institution are housed in one building located on East 12th Street in New York City.

Callagy Hall is an annex to Children's Center and therefore has the same basic philosophy and procedures. Its program differs in that it serves girls instead of boys. The institution was established to provide shelter for homeless, neglected girls, ages six to 16. The average capacity of the school is 75 children. However, it has accommodated over 100 children at one time. The majority of the children are of elementary school age. The older children attend a nearby junior high school or community high schools. As with Children's Center, the maximum length of stay is 90 days. Since there is a lack of space in some of the state and private institutions for homeless children, many of them must remain beyond the 90-day period.

Pupil Characteristics

On the day that the researchers visited the institution the full register was 75 children. Fifty-one of these were actually in attendance at Callagy Hall. Among the 51, there were 23 Negro pupils, 16 Puerto Rican pupils, and 12 white pupils. The other 24 pupils

were attending outside junior high or high schools.

As in Children's Center, the pupils are from economically deprived homes in which the family has disintegrated and the child has no other place to live. Only a few of the pupils function at grade level in basic skills. Most of them are severely retarded in reading, mathematics, and other skills, so that private institutions for emotionally disturbed children are reluctant to accept them for admission. One of the main objectives of Callagy Hall is to eliminate a pupil's cumulative deficits so that he may be eligible for placement in an institution with a long-term child care program.

School Building and Organization

The school was organized to provide for the first six grades. There is a shortage of space for classrooms. Only six classrooms are available for the six grades in the school. There is one additional multi-purpose room. The size of the classes varies depending upon the number of children admitted and discharged. A visit to the classes revealed that there were no more than 12 children in any one class on that date.

As at Children's Center, after a child has been in the institution for three days, he is sent to the school. The institution provides the school with the child's name and such psychological

material as is available. The school principal contacts the child's previous school and asks that his records be sent. Since the school is not equipped to deal with mentally retarded children, they may be sent to one of the local schools that has a C.R.M.D. program. This, however, would only be done if the child is expected to remain for any extended period of time. On occasions, children who are able to function at a high level are also referred to special classes in outside local schools.

All children are in self-contained classes but there are two additional part-time teachers who enrich the program through special reading activities. A health education program has been added during the past two years and a remedial reading teacher provides specialized instruction for children who are seriously retarded.

Staff Augmentation

The Board of Education project proposal for Callagy Hall called for 2.4 additional staff. Of these, two were teaching positions;one remedial reading and one health education teacher. There was a part-time (.4 of a position) added for a guidance counselor's services for two days per week.

Funds totaling $2,865.00 were allotted to Callagy Hall for the purchase of equipment and supplies.

Results - Staff Member Evaluation

The researchers found that the two teaching positions were filled,

but at the request of the principal, no additional guidance counselor services were utilized by Callagy Hall. The principal felt that there were sufficient counseling services available when needed, provided through the Institutional Social Services Unit.

Since the project proposal was written to allow all augmentations to staff, as well as the introduction of new equipment and supplies to apply across the board to all pupils in the school, there was no clear baseline for determining changes in pupils in relation to the stated objectives of the project.

Advantages resulting from the additional staff members assigned to Callagy Hall were indicated, although the fullest utilization of these advantages was curtailed by the shortage of space in the building.

Remedial Reading

One of the most serious problems facing the pupils at Callagy Hall was reading retardation. Through the use of federal funds, one teaching position in reading had been made available, and observers' visits to the multi-purpose room that was being utilized as a reading room and library revealed that appropriate reading materials were being used to help retarded readers.

Health Education

The researchers were told that the health education program was a valuable addition to the program in that it provided both

physical exercise and experiences in self discipline for the children. A male staff member has been employed as the health education teacher. The principal stated that he was the only male staff member in the school and a welcome addition to the staff.

Positions Transferred from Children's Center

Two positions were transferred from Children's Center to its annex, Callagy Hall. An assistant principal's position transferred to Callagy Hall, allowed for the replacement of the former position of "teacher in charge", by one of a regular assistant to principal.

A teaching position was also transferred from Children's Center and a teacher was assigned to provide reading enrichment and art.

Orientation Procedure and In-Service Training for Additional Staff Members

In-service training and orientation for special school needs was given by the principal and by the institution's psychological and health teams. A free period of one hour each Wednesday, when children have released time for religious instruction, was utilized for overall orientation and training.

Educational Equipment and Supplies

A sum of $2,865.00 was allotted to Callagy Hall for equipment and supplies. The researchers found that some audio-visual equipment and materials had been purchased. This material was made available for staff members' use.

Discussion

Researchers found that the overall atmosphere in the school was relaxed and purposeful. The children in the classrooms visited were involved in work and interested in on-going activities. The staff members have made the best use of the inadequate school plant. Some classrooms were very small and crowded, while others were dark, having windows that looked out on blank walls. There is need for additional space for special activities such as library, science, and art. The six classrooms are, of course, needed for the six grades in the school, but additional and larger rooms would be welcome. Finally, there is need for a library stocked with books appropriate to children of this age, as well as a librarian to provide the leadership necessary to maintain an adequate library.

MOTHER CABRINI (SACRED HEART) P.S. 202 MANHATTAN

Mother Cabrini is located at West Park, New York, and is under the auspices of the Missionary Sisters of the Sacred Heart.

The institution was established to provide for neglected and dependent girls aged three to 18 years. Pupils remain in the residence from one to twc and a half years. Pupils are usually placed because of a Neglect Petition or a Court Remand. No pupil is admitted with an IQ under 75, with physical handicaps, or who is severely disturbed or psychotic. The capacity of the institution is 135 girls;treatment facilities consist of a part-time psychiatrist (two days a week), a

number of part-time social workers, and a psychologist (two days a week).

Pupil Characteristics

The ethnic composition of the school is 58 per cent Puerto Rican, 24 per cent Negro, 15 per cent white, and 3 per cent other. The pupils are from economically deprived homes in which the family has disintegrated. Most of the pupils are emotionally disturbed and socially maladjusted. In addition, many of them are severely retarded. Many pupils are from two to three years retarded in language skills. The program, therefore, strives to improve the level of language skills and to broaden the base of general knowledge in order to ease the children's transition from the institution to regular schools, to which they will eventually return.

School Building and Organization

In February 1966 this school's joint supervision by the New York City Board of Education and the Missionary Sisters of the Sacred Heart was changed to complete supervision by the New York City Board of Education. Before the change, the Board of Education and the Sisters of the Sacred Heart each provided five teachers. The Board of Education provided a visiting administrator one day a month to take care of details that could not be handled by the teachers. The individual teachers were responsible for most of their own administrative duties.

The major portion of Title I funds allotted to Mother Cabrini for the school year 1966-67 was used to replace the five teachers formerly provided by the religious Order.

Pupils are placed in self-contained, ungraded classes and remain with the teacher most of the day. Pupils are removed from the main class in small groups or as a full class for such activities as arts and crafts, physical education, and reading. Previously, there was a class for mentally retarded pupils, but this class was eliminated when all the classes became non-graded. The average class size is 12, but the population of each classroom was reduced when pupils participated in special activities outside the classroom.

The researchers found that some of the older girls were sent to the school office to work as secretarial aides.

Staff Augmentation

The Board of Education project proposal for Mother Cabrini called for 9.8 additional positions. Of these 9.8 positions, five were classroom teachers, one was a remedial reading teacher and the .8 (or 4 days per week) was allotted to a teacher of home economics. The remaining three positions included a junior principal, a guidance counselor, and a school secretary.

Results

Of the 9.8 positions allotted, all but the position of guidance counselor were filled.

Five Classroom Teachers

As noted before, the five classroom teaching positions did not actually provide new services for the school, since they replaced the

five positions which had been previously filled by the Sisters of the Sacred Heart. The positions were filled by experienced teachers who were transferred from the Wiltwyck School for Boys in September 1966.[2]

Remedial Reading Teacher

The remedial reading teacher developed a program whereby children in need of individual instruction were scheduled for such help on a regular basis. All children, upon admission to the institution, were given a diagnostic battery of reading tests, and a report was made containing specific recommendations. On the basis of the test results, the pupil was placed in the appropriate class. The remedial reading teacher also worked out a "contract" with each child for improving her reading skills. The student took this contract to class. The classroom teacher helped the child to fulfill her contract as part of the reading program. Children responded favorably to this contract device and were gratified by their own progress.

Junior Principal

The position of junior principal was also filled by a person from the Wiltwyck School For Boys. He assumed responsibility for the administration and supervision of the school.

Secretarial Services

The additional secretarial services provided the school administrator and teachers with necessary clerical help in record keeping,

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[2]Wiltwyck School for Boys, an institutional school under the supervision of the New York City Board of Education, became an independent school district in July 1966.

writing of reports, and maintaining contact with the institutional personnel. The school office was also used to provide clerical experience for some of the older girls.

Orientation Procedures and In-Service Training for Additional Staff Members.

This year of transition of the institution--from part-parochial to public auspices, and the addition of new staff members transferred from Wiltwyck School for Boys--was difficult. But the fact that new staff members--a junior principal, classroom teachers and a secretary--had worked together at Wiltwyck and brought with them experience in an institutional setting, was an advantage.

There was no structured procedure for orientation and in-service training.

Educational Equipment and Supplies

An allotment of $8,465.00 had been allocated for the purchase of equipment and supplies. The principal stated that equipment and supplies had been ordered but, at the time of the visit, April 12, 1967, none had been received. The researchers also found that newly ordered textbooks were not available.

Discussion

The researchers found that there was no school library. The school has adequate library facilities that are wasted because it has no librarian. The library could also be used to provide audio-visual materials for both children and staff members. There is a need for

an additional classroom teacher, preferably one with remedial reading skills. This teacher could work in helping classroom teachers as well as individual pupils.

It was also felt that a typing teacher or a commercial program was needed. Typing could be utilized as a method of motivating children to read. There is a need for a curriculum specialist to prepare curriculum material adapted for pupils with severe educational problems, that take into account pupils' reading levels, degree of maturity, and social and cultural backgrounds.

WAYSIDE SCHOOL FOR GIRLS

P. S. 224 QUEENS

The Wayside School is located in Valley Stream, Long Island, and is under the auspices of the Salvation Army. This is a girls' residence in a campus setting. Girls are referred from areas outside of New York City such as Westchester, Nassau, and Suffolk counties and upstate communities in the Albany-Binghamton district.

At the time of the visit there were 49 girls in the school and 25 were from New York City. The ages of the girls were 13 through 18 years. The length of placement varied with the needs of the girls. The average pupil stayed one and one half years. These pupils are referred to the institution by the courts. Wayside established its own criteria for admission. Girls who are not able to function in

school, as well as brain-injured and mentally retarded pupils are not accepted. The school provides psychiatric services on an individual and group basis.

Pupil Characteristics

These girls are socially maladjusted, emotionally disturbed, and are on remand to the courts. This means that if a child is unable to function successfully in the program, the institution may have to return her to court for further disposition. The population is fairly stable during the school year.

School Building and Organization

The living facilities consist of newly constructed cottages, each housing 12 girls. In addition, there is a large building that includes a central dining hall, living room, staff facilities, and bedrooms for approximately 20 girls. The living quarters are superior to those found in most institutional settings. Much emphasis is placed on the individual needs of the child and provision is made for recreation and creative activities in the cottages.

The school provides a program for girls of junior and senior high school ages. The curriculum includes courses in English, social studies, mathematics, science, home economics, business education, health education, and nursing education. Remedial reading services are available for girls, in small groups and individually. The curriculum includes recreational trips. Visits to hospitals are made by the nursing students and visits to places of business by clerical and business education students.

Staff Augmentation

The Board of Education project proposal for the Wayside Home for Girls called for 4.8 additional positions. Of these, one teacher was used to reduce class size; the other positions included one beauty culture teacher, one health education teacher, one remedial reading teacher, two-tenths of the time of a home economics teacher (one day per week),and six-tenths of the time of a guidance teacher (three days per week). Funds totaling $5,000.00 were allotted for the purchase of educational equipment and supplies.

Results - Staff Augmentation

The researchers found that of the positions appropriated, those of the teacher to reduce class size, the remedial reading teacher and the health education teacher were filled. The beauty culture teacher position was replaced by a nursing teacher position. The guidance counselor position was left vacant.

Teacher to Reduce Class Size

The additional teacher had been used to reduce class size as well as to increase the number of mathematics courses offered. The researchers found that the classrooms visited had from five to nine students. The pupils in the classes were gainfully occupied.

Remedial Reading

The new remedial reading program was made available to all girls in the school. Pupils received small group and individual instruction in language arts. Tutorial groups in mathematics were also scheduled.

Home Economics

Title I funds made available, for one day a week, an additional home economics teacher added to an on-going home economics program. This position made possible the addition of lessons in consumer education and health practices. It was reported that funds were inadequate for the purchase of materials for the home economics program. Many of the girls were capable of making clothes for their personal wardrobes. They were, however, limited by the lack of funds to purchase materials.

Health Education

The health education teacher taught both the health education and physical education activities in the school. The pupils expressed their great interest in the various sports and physical activities in which they were involved. Trips to the local bowling alley were planned on a weekly basis. One trip had been planned to Yankee Stadium for the baseball game.

Nursing Teacher

The researchers found that many girls had been attracted to the nursing program because they felt that nursing skills might be helpful to them whether or not they entered the nursing profession. The position was filled with a licensed nursing teacher who was familiar with the program requirements. Nursing classes were conducted on different levels. Trips were made to the local hospital to observe nursing practices.

Guidance Counselor

Upon the advice of the principal, this position was not filled. The principal felt that adequate counseling and psychiatric services were available through the institution.

Orientation Procedures and In-Service Training for Additional Staff Members

The principal stated that there was a conference every week, where staff members discussed with the psychiatric social worker, pupils' progress and methods of handling specific problems encountered. Staff members also attended a seminar once a month conducted by the psychiatrist on how to deal with pupils' acting-out behavior.

Pupil Evaluation

A review of pupils' records revealed that, in October 1966, the reading teacher gave the Iowa Reading Test to both the junior and senior high school pupils. In May 1967, schoolwide tests were administered by the Board of Education to all of the students. Twenty-three students had taken both the October and May tests. Of these students, 18 showed a substantial increase. In the absence of norms, control groups, or prior data -- as well as in view of the conditions described below -- it is hard to assess the value of these results. Anecdotal materials were also found in the case records.

Discussion

The maximum population at Wayside was 49 girls. The ratio of staff to pupils both in the institution and in the school was about

1 to 7. Each girl received individual and group psychiatric treatment on a regular basis and social work services were available for every pupil. Admission was on a selective basis. The researchers are of the opinion that there is a need for the development of special curriculum to meet the urgent needs of adolescent, homeless girls, as well as help for the teachers with effective means of involving the girls more in the total learning situation.

Pupil Achievement Evaluation

The researchers who investigated pupil records, found that tests had not been consistently administered and that they could not evaluate these results because of high mobility of pupils transferring from school to school and institution to institution, failures either to administer tests or to forward records, and absence of pupils on test days making some pupils' records incomplete.

CHAPTER III

GENERAL RECOMMENDATIONS FOR THE SCHOOLS EVALUATED

Title I funds have helped to expand and, to some extent, enrich the programs in the four institutional schools. The addition of teachers to reduce class size, the addition of courses not previously available, plus some increase in remedial services, appeared beneficial in each instance. However, the problems that these children present require experimentation and innovation in curriculum planning, instructional materials, methodology, teacher training, and reeducation.

The following recommendations are offered for further improvement of the programs in the institutional schools:

1. The remedial reading and mathematics programs should be further expanded.
2. A more uniform and comprehensive program of testing and record keeping should be instituted. In addition to other advantages, this would facilitate assessments of progress in the institutional situation where considerable shifting of placement is anticipated.
3. The physical space allocated for school purposes should be increased. A room should be set aside for library and audio-visual materials for use by students, teachers, and institution staff.
4. A teacher training program should be instituted; it should focus on the needs of institutionalized children, and on appropriate curriculum and methodology.
5. Finally, it is recommended that the children in the Children's Center, Callagy Hall, and Mother Cabrini be divided into two groups -- one for seriously disturbed children and the other for homeless, displaced children. The children with serious emotional and social problems should continue their education in the institutional school. The homeless children who are not seriously disturbed might be integrated into the regular community schools in order to provide substantial racial integration and contact with the community to which it is hoped they will ultimately return and live as productive citizens.

A concluding note -- the researchers found during the visits that the staff members in the four institutions cooperated in every possible way. They made available whatever records and documents were requested. Teachers participated freely in interviews and what came through was the genuine interest and concern about their pupils and their programs.

Appendix B - INSTRUMENTS

EDUCATIONAL SERVICES FOR SOCIALLY MALADJUSTED PUPILS IN SELECTED INSTITUTIONAL SCHOOLS

List of Instruments

Letter of Introduction	B1
Principal Questionnaire	B3
Assistant Principal Questionnaire	B5
Guidance Counselor Questionnaire	B8
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Pupil Evaluation Research Procedure	B14
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Profile Sheet for the Socially Maladjusted and for the Emotionally Disturbed	B26

CENTER FOR URBAN EDUCATION
33 West 42nd St.
New York, N. Y. 10036

Date February, 1967

Mr(s).
Principal
School
Address

Dear Mr(s).

As you know from General Circular No. 6, 1966-67, of the Board of Education, we have been assigned to evaluate the _____ program in the elementary, junior, and/or senior high schools.

The first phase of this study was completed in the spring of 1966. The second phase will be conducted during the next few months.

As a participant in the Program, your cooperation is vital and is earnestly enlisted. We are all too conscious of the imposition on your limited time and can only assure you that we will do our utmost to complete our work at your school as quickly as possible and with a minimum of disturbance.

The basic plan calls for visits by a team of people. The leader of this team is Dr. Harry Gottesfeld. He is Associate Professor, Graduate School of Education, Yeshiva University, 55 Fifth Avenue, New York 10003, telephone 255-5600, ext. 415. All further contacts with your school in reference to the above project will be made through him.

Attached is a list of questions often asked by principals last spring. We hope our answers will be helpful. If you have any other questions, please do not hesitate to call me at 244-0300, extension 34.

Thank you kindly for your cooperation.

Respectfully yours,

T. M. Williams

Thelma M. Williams, Ed. D.
Director Special Education Evaluations

QUESTIONS AND ANSWERS

1. Who is Dr. Thelma M. Williams?

Senior Educational Associate in charge of Special Education Evaluations, Title I, Center for Urban Education, 33 West 42nd Street, New York City. Adjunct Assoc. Professor of Education, Long Island University, New York City.

2. Who are the professionals assigned to observe and interview?

A team consisting of educators, social workers, psychologists, psychiatrists, parent educators, sociologists, anthropologists, etc., who know schools, child and adolescent behavior, and teaching, and who are associated with universities in New York City and in nearby areas; also, principals and directors of well-known private schools.

3. Shall I alert my staff members to your visit?

If you wish.

4. Will I or my staff members be permitted to see any of the instruments you plan to use?

Yes. You may see all instruments. However, the policy of the Center for Urban Education does not permit us to leave copies of these instruments with anyone.

5. Has the final report of the spring study been released?

Yes. The spring report can now be seen in the library of the Center for Urban Education, 33 West 42nd Street, New York City.

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y.

FORM A

The Center for Urban Education has been asked by your Board of Education to evaluate the Title I Programs funded under Elementary and Secondary Education Act. The evaluation is a required provision of the Act and is essential if the programs are to be continued or expanded in the future. I have been selected Evaluation Director to head up a committee concerned with staffing of programs. In order to complete this assignment, your cooperation is essential. Every effort will be made to obtain essential material without burdening you with additional work. Staff will be contacted directly and asked to complete questionnaire prior to select personal interviews. The questionnaires will be sent directly to your staff and they will return them to me at the Center.

The Title I proposal states that your school has been assigned additional staff as follows: (Would you please list the names of the staff.)

Assistant Principals (2):

1. _____

2. _____

Librarian (1):

1. _____

Guidance Counselor (1):

1._____

School Psychiatrist (Part-time) (1):

(Please indicate amount of time allotted to your school.)

1._____

School Psychologist (Part-time) (1):

(Please indicate amount of time allotted to your school.)

1._____

School Social Worker (Part-time) (1):

1._____

School Secretary (1):

1._____

Teachers: Number:_____

1._____

2._____

3._____

4._____

5._____

6._____

7._____

8._____

FORM D

CENTER FOR URBAN EDUCATION
33 West 42nd St.
New York, N.Y.

ASSISTANT PRINCIPAL'S QUESTIONNAIRE
(Project 010)

1. Name_____ School_____

2. Professional Training (list Degrees)

3. Certification (if more than one list all)

   a.
   b.
   c.

4. What experience have you had in N.Y.C. schools? Include years in each area.

5. Have you had experience in other school systems? If so, specify subject area and number of years.

6. As Assistant Principal, what percentage of your time is spent in the following areas?

	Percentage of time
Work with students	_____
Supervising teachers	_____
Administrative duties	_____

7. Describe your work with students. Please be specific and note any practices or procedures that you have instituted because of the special nature of the student population.

Assistant Principal 2.

8. Do you supervise teachers? YES NO
If YES, describe the supervisory process.

9. Have you had any special training in the education of the emotionally and socially maladjusted child? If so, please specify courses other than those required of all teachers, seminars, workshops, in-service training, etc.

10. What is your contact with the following:- (Please circle appropriate answer.)

Parents	Regularly	When Necessary	None
Psychologists	Regularly	When Necessary	None
Psychiatrists	Regularly	When Necessary	None
Case Worker	Regularly	When Necessary	None
Community Agencies			
_____	Regularly	When Necessary	None
_____	Regularly	When Necessary	None
_____	Regularly	When Necessary	None

11. Are you assigned duties not ordinarily considered the responsibility of an Assistant Principal? YES NO
If YES, describe.

12. The training of personnel to work with the emotionally disturbed, socially maladjusted child has been sorely lacking at all levels. What, in your opinion, should be included in a program of training for professional staff in your school? Be as specific as you can.

Assistant Principal 3.

13. Your school has two Assistant Principals. How are your duties divided? By student load? By subject or administrative areas? Please describe.

14. Were there any Assistant Principals assigned to your school last year? YES NO

NUMBER _____

15. Who is your supervisor?

Name_____

Describe the supervisory process:

16. What orientation did you have before you were given your present assignment?

Describe:

GUIDANCE COUNSELOR QUESTIONNAIRE
(Project 10, 14A, 14B, E.I.P.)

1. Name:

2. School or Schools Assigned to:

3. Date of present assignment:

4. Professional Training (B.A., M.A., Dr.):

5. Certification (if more than one list others):

   a.

   b.

   c.

6. Previous guidance experience in N.Y.C.

7. Experience in other school systems:

8. What teaching experience have you had?

9. The role of a guidance counselor varies from school to school. The following questions are being asked in an attempt to clarify your role in your setting.

   a. What direct service do you provide students?

   b. Do you work directly with teachers? Describe how.

c. Do you have contact with parents? Describe what you do.

d. Do you have any contact with agencies outside the school? Describe.

e. Do you work with other members of a professional team? YES NO
If YES, what professions?

10. What percentage of your time is spent in performing your duties in each of the areas listed in question 9?

a.

b.

c.

d.

e.

11. Who is your supervisor? What is his official title?

12. How many other guidance counselors in your school?

13. How many students are you responsible for?

14. Are additional guidance counselors needed in your school? YES NO
If YES, what would their duties be?

15. Do you want to continue in this special school? YES NO
If NO what, if anything, would make you reconsider?

16. Are you taking any special courses on a graduate level in this special field? Where and what courses?

17. Are you participating in any special workshops, seminars, or in-service educational programs? YES NO
If YES, describe.

TEACHERS QUESTIONNAIRE

FORM B

1. Name: School:

2. Official Assignment (grade level, subject):

3. Date assigned to present position:

4. Professional Training (B.A., M.A., Dr.):

5. Certification (if more than one, list in order of major interest):

   a.

   b.

   c.

6. Years of experience in N.Y.C.

7. Years of experience in other school systems.

8. What subjects did you teach prior to your present assignment, and for how many years?

Subject	Years

9. What subjects do you enjoy teaching most?

10. What experiences have you had in other fields of endeavor that you find helpful in your present assignment?

11. Do you teach the same class all day? If so, what subject areas are you responsible for?

12. If you are on a departmentalized schedule what subjects and grade levels do you teach?

13. Was the subject you teach offered last year? YES NO

14. The students in your school are considered emotionally disturbed and/or socially maladjusted. Have you had any special training in this field? Be specific - workshops, seminars, university courses, in-service courses, etc. Do not list courses ordinarily required of all teachers.

15. Do you have contact with any of the following professional staff:

Guidance Counselor	-	Regularly	When necessary	None
Social Worker	-	Regularly	When necessary	None
Psychiatrist	-	Regularly	When necessary	None
Psychologist	-	Regularly	When necessary	None
Other	-	Regularly	When necessary	None

16. Did you volunteer for your present assignment? YES NO
If YES, for any special reason?

17. Do you wish to continue in this special field? YES NO
If NO, what if anything would make you reconsider?

18. Who is your immediate supervisor?
(a) Describe the supervisory process.

19. How many students in your class?

20. Do you have duties in addition to those one ordinarily expects of a classroom teacher? YES NO
If YES, what are they?

21. Did you receive any special orientation before you were assigned?

22. A teacher's goals are often determined by his students needs. What are your goals with your students? Please list as many as you wish.

23. Would you want to be interviewed by a member of the Center's evaluation team? YES NO

24. Do you have direct contact with parents? YES NO
If YES, describe.

25. Are you required to write any reports? YES NO
If YES, itemize the type of reports and how often.

26. Do you have teacher aides assigned to you? YES NO
If YES, what are their duties?

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Subject: Pupil Evaluation Research Procedures

1. Some changes are necessitated in relation to the SMED schools (600 and 400) program.

   a. The augmentation of these programs allows for a comparison of this year's pupil experiences with last year's. Thus, the selection of pupils by school visitors should not be limited to children in the program for one year only.

   b. The selection procedure for SMED pupils is as follows. Fifteen (15) to twenty (20) pupils will be interviewed in a group using a questionnaire (see Encl. SMED). The visitor will select two or three children from each grade level. In schools covering 5 or fewer grades, three or four pupils from each grade will be taken. In schools covering 6 or more grades, two or three pupils from each grade will be taken. It is important that this selection be made by chance; that is, on the basis of factors having no systematic relationship with the attitudes toward teacher and school being studied to the group interview. It should be possible to use the roll book or grade roster in the following way:

Before the scheduled visit have someone choose a number between 1 and 12. Write that number in the "Grade" column at the top. Then count up from it to twelve and thencontinue from 1. For example, if the someone I asked said "7" I would do as in the example. Then, if the school I visited had grades from 4 to 12, I would select the 13th and 7th child on the 7th grade roster. Then the 2nd and 14th child on the 8th grade roster, the 5th and 1st child on the 9th grade roster and so on until I got to the 12th grade. Then, I would skip down to the bottom and take the 7th and 8th child on the 4th grade roster, the 15th and 5th child on the 5th grade roster and the 13th and 9th child on the 6th grade roster. If any of these children were absent on the day of the visit, simply take the next

Grade	Ordinal Position of Name on List							
7	13,	7,	9,	5,	2,	8,	3,	6
8	2,	14,	8,	3,	5,	9,	1,	13
9	5,	1,	15,	12,	4,	7,	11,	8
10	9,	4,	10,	2,	7,	13,	3,	1
11	6,	13,	1,	11,	5,	9,	4,	15
12	10,	3,	15,	1,	4,	14,	6,	9
1	3,	12,	8,	15,	11,	13,	2,	7
2	8,	5,	9,	14,	1,	6,	3,	10
3	7,	15,	13,	9,	4,	1,	6,	11
	4	5	6					

number to the right or above, and so on until between 15 and 20 children have been selected. In this way, no systematic bias can be introduced. By no means allow the selection of children to be made by the teacher or any other school official.

c. Achievement tests scores and attendance records for the entire school will be collected as indicated in the memo of April 24th.

d. The anecdotal record will be completed only for children who are selected for the group interview. No attempt will be made, however, to impair the anonymity of the group interview.

e. Note from each selected pupil's records when, how, and for what reason he or she was transferred to an SMED school.

f. Any pupil who wishes not to cooperate will be allowed to withdraw without prejudice. Record only the number of such withdrawals. Similarly, if a child does not wish to answer any question, inform him that he may simply leave it out.

g. Ascertain at the outset that the children know what an "opinion" is. Define it for them using some commonplace matter such as "Batman" or the "Mets." Get across the idea that they have a right to their likes and dislikes regardless of who might disagree with them.

h. Introduce yourselves to the children as someone from the Center who is trying to find out what is good and what is bad about their school.

Center for Urban Education
33 West 42nd Street
New York, New York 10036

Evaluation Director: Dr. Thelma M. Williams

Committee on Field
Research and Evaluation
Title I

Special Education Evaluations

Pupil Questionnaire

Instructions: Do not write your name on this sheet. I am going to ask you some questions about how you feel about things in school. There are no right or wrong answers to these questions. I want each of you to write your own opinions on the paper that is in front of you. Do not speak out or share your opinions. It is very important to us that we have your real opinion of these things. Do not copy from anyone. No one in the school will see any of your answers. Remember, there are no right or wrong answers to these questions - only your <u>true opinions</u>.

1. If you had it to do, I mean, if it were really up to you, would you have: (check one).

   ( ) stayed in the school you were in before you came to this school?

   ( ) come to this school?

   ( ) gone to some other school?

2. In which class did you like your teacher more? (check one).

   ( ) last year's class

   ( ) this year's class

   ( ) I liked both the same

   ( ) I like both the same

   ( ) I did not like either one at all.

Note: All questions and instructions will be read aloud by the examiner who will help children to understand the questions, if necessary.

Dr. Thelma M. Williams
Pupil Questionnaire

3. In which class did your teacher like you more? (check one).

( ) last year's class

( ) this year's class

( ) both liked me the same

( ) neither one liked me at all

4. In which class did you learn more? (check one).

( ) last year's class

( ) this year's class

( ) I learned a lot in both

( ) I didn't learn much in either one

5. In which class did you find more good friends? (check one).

( ) last year's class

( ) this year's class

( ) I found the same in both classes

( ) I did not make any friends in either class

6. In which class did you feel more like playing hookey? (check one).

( ) last year's class

( ) this year's class

( ) I felt the same in both classes

( ) I did not want to play hookey in either class

( ) I wanted to play hookey in both classes

Dr. Thelma M. Williams
Pupil Questionnaire

6. Has anything you learned in this class helped you to get along better at home or with your friends? (check one)

( ) Yes, What? _____

_____

( ) No ( ) I do not know

7. Is there anything you could learn in this school that might help you to get along better at home or with your friends? (check one)

( ) Yes, What? _____

_____

( ) No ( ) I do not know

8. Is there something you would like to learn about that is not taught in this school? (check one)

( ) Yes, What? _____

_____

( ) No ( ) I do not know

9. Did you learn anything in school this year that is new - that you never knew before? (check one)

( ) Yes, What? _____

_____

( ) No

10. What was the best thing about this class? _____

_____

_____

Dr. Thelma M. Williams
Pupil Questionnaire

11. What was the worst thing about this class? _____

_____

_____

12. What should be added to this school to make it better for you?

_____

_____

13. What should be taken out of this school to make it better for you?

_____

_____

14. Do you have a teacher who cares about you especially?

( ) Yes ( ) No ( ) I do not know

15. What does your teacher do when a child "acts up" in class?

_____

_____

16. Are you absent: (check one)

( ) Sometimes?

( ) Much, Why? _____

( ) Never

17. What would <u>you</u> <u>really</u> <u>like</u> to do to make a living when you grow up? What do you wish to be?

_____

_____

Dr. Thelma M. Williams
Pupil Questionnaire

18. If your teacher knew about this wish, what would he or she say? (check one)

( ) That's a good idea

( ) You'll have to improve a lot to make it

( ) You're not suited for that kind of work

( ) It takes a lot of education and money to get there

( ) If other, What? _____

_____

( ) I don't know

19. What kind of job do you think you'll actually work at when you grow up?

( ) The kind I wish to do

( ) If some other work what and why? _____

_____

20. How old were you on your last birthday? _____years old.

21. How old will you be when you are ready to stop going to school?

_____years old.

22. If you were in trouble and needed help, is there some one in your class or in this school you would go to for help?

( ) Yes, Who? _____

( ) No, Why? _____

Dr. Thelma M. Williams
Pupil Questionnaire

23. Is there some special reason why you are in this school, this year?

( ) Yes, What? _____

( ) No

24. Do you think you will be in this school next year?

( ) Yes, Why? _____

( ) No, Why? _____

25. Has being in this school helped you in any way?

( ) Yes, How? _____

_____

( ) No

26. Has being in this school harmed you in any way?

( ) Yes, How? _____

_____

( ) No

27. Is there anything else you would like to write about yourself and the school? Write it below.

_____

_____

_____

_____

_____

_____

Thank you for helping us.

2

Center for Urban Education
33 West 42nd St.
New York, N. Y. 10036

Title I Evaluations
February 27, 1967

To Principal _____

School _____

Address _____

From: Harry Gottesfeld, Ph.D.
Team Leader - Pupil Evaluation

Subject: Testing History of Pupils in:

Insert type of program _____
(i.e. Socially Maladjusted and Emotionally Disturbed)
(600 or 400; E.I.P., Special Guidance; Career Guidance)

In order to plan appropriate pupil evaluations we need the information requested below. Therefore, we would be very grateful if you would please complete this questionnaire and return it to us in the enclosed stamped, self-addressed envelope promptly.

1. Name the Reading and Arithmetic achievement tests administered in the enumerated school years: (If none, state reason)

	READING		ARITHMETIC	
	Name	Date Given	Name	Date Given
1962 1963				
1963 1964				
1964 1965				
1965 1966				
1966 1967				

Center for Urban Education
33 West 42nd St.
New York, N. Y. 10036

Title I Evaluations
February 27, 1967

2. Were these tests administered to all children in every grade level?

Yes___ No___; if No, insert into the following table the grades not tested.

For Special Guidance, Junior Guidance and Career Guidance Classes, this refers only to the grade levels covered by the programs.

	GRADES NOT TESTED IN	
	READING	ARITHMETIC
1962 1963		
1963 1964		
1964 1965		
1965 1966		
1966 1967		

3. Describe the form in which the achievement test scores are recorded (check as many as apply):

( ) individually, as part of pupil's record

( ) grouped by grade level (and date of administration)

( ) as difference scores, i.e. mean differences between September and June of each school year.

( ) if otherwise, please specify_____

_____

_____

Center for Urban Education
33 West 42nd St.
New York, N. Y. 10036

Title I Evaluations
February 27, 1967

4. Indicate with a check in the appropriate columns the kinds of written records kept regarding pupils' emotional and social adjustment. (If none, so state).

School Year	Behavior Rating Form	Personality Test (center name)	Anecdotal Record	Other (please specify)
1962 - 63				
1963 - 64				
1964 - 65				
1965 - 66				
1966 - 67				

5. Are all pupils in school program evaluated by these methods? Yes___ No___. If no, please indicate other records kept.

(1) _____

(2) _____

(3) _____

(4) _____

6. What kind of special written report of disciplinary actions is made part of each pupil's school record? Please describe fully (if none, so state).

_____

_____

_____

_____

Center for Urban Education
33 West 42nd St.
New York, N. Y. 10036

Title I Evaluations
February 27, 1967

7. Are truancy records kept in such a fashion that it is possible to trace individual pupil's truancy records from school year to school year? Yes___ No___.

   Will you please list below names of all forms and records used and attach copies of each.

_____

_____

_____

_____

_____

Please return in self-addressed, stamped envelope.

Thank you for your cooperation.

CENTER FOR URBAN EDUCATION
33 West 42nd Street
New York, N.Y.

School _____ S.M.E.D. Pupil Profile Date _____

Address _____

Name of Pupil	Scores on Tests Administration City-Wide Reading	Math	ATTENDANCE 1965-66 Absence	Late	Truant	Court	1966-67 Absence	Late	Truant	Court	Teachers' Anecdotal Notes (See letter) And Dates

Name of Pupil											

APPENDIX C

Staff List

Dr. Thelma M. Williams, Evaluation Chairman
Senior Research Associate
Center for Urban Education

Mr. Harry Krohn
Supervising Principal
Union Free School District No. 3
Hawthorne, New York

Dr. David Mann
Psychoanalyst
Albert Einstein College of Medicine
and Montefiore Hospital
New York City

Dr. Maria Bithorn
Department of Relocation
Progreso Para El Viejo Chelsea
New York City

Eugene Bucchioni
Assistant Professor
Department of Education
Hunter College
New York City

Dr. Ellsworth Janifer
Chairman
Department of Music and Art
Manhattan Community College
New York City

Dr. Hubert Kauffman
Assistant Professor and Staff Psychologist
Educational Clinic
School of Education
City College, New York City

Dr. James F. Sobrino
Supervising Clinical Psychologist
Catholic Charities Guidance Institute
New York City

Mrs. Romana Salgado
Staff Associate for Community and
Professional Education
Planned Parenthood of New York City

Dr. Israel Zwerling
Professor of Psychiatry
Albert Einstein College of Medicine
Yeshiva University, New York City